Textbook Alignment to the Utah Core – Math 7

This alignment has been completed using an "Independent Alignment Vendor" from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____

Name of Company and Individual Conducting Alignment: ___Eisemann Communication/Rebecca Nelson_____

A "Credential Sheet" has been completed on the above company/evaluator and is (Please check one of the following):

X On record with the USOE.

☐ The "Credential Sheet" is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Math 7 Core Curriculum

Title: Holt Mathematics Course 2© 2007 **ISBN#: 0-03-038512-1**

Publisher: Holt, Rinehart and Winston

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: 100%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: Students will expand number sense to understand, perform operations, and solve problems with rational numbers.				
Percentage of coverage in the *student and teacher edition* for Standard I: 100 %		**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____%**		
OBJECTIVES & INDICATORS		**Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)**	**Coverage in *Ancillary Material* (titles, pg #'s, etc.)**	***Not covered in TE, SE or ancillaries*** ✓
Objective 1.1: Represent rational numbers in a variety of ways.				
a.	Demonstrate multiple ways to represent whole numbers, decimals, fractions, percents, and integers using models and real-life examples.	This standard is covered throughout the text. See examples: SE 10-11, 19, 22, 76-79, 106-107, 120-127, 128-131, 224-227, 330-332, 333-335, 728, 729, 733, 737, 762		
b.	Simplify numerical expressions with whole number exponents using order of operations, and recognize that any positive number to the 0 power is 1.	SE 10, 18, 20, 23-24, 25-26, 27, 725		
c.	Represent numbers greater than one using scientific notation.	SE 19, 20, 21,22, 32, 37, 725		
d.	Select the most appropriate form of a rational number for a given context.	This standard is covered throughout the text. See examples: SE 15, 19, 122, 126, 127, 129-131, 134-135, 173, 271, 276-277, 336, 338, 344-345, 347, 587		

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Objective 1.2: Compare and order rational numbers, including positive and negative fractions, positive and negative mixed numbers, and positive and negative decimals.				
a.	Identify, read, and locate rational numbers on a number line.	This standard is covered throughout the text. See examples: SE 76-79, 120-123, 124-127, 128-131, 562-563, 727, 729		
b.	Compare pairs of rational numbers in different forms.	SE 76-77, 78, 128-131, 135, 729, 762		
c.	Order rational numbers with and without a number line.	SE 77, 78, 129, 130, 563, 729, 762		
Objective 1.3: Explain relationships and equivalences among rational numbers.				
a.	Find equivalent forms for common fractions, decimals, percents, and ratios, including repeating or terminating decimals.	SE 181-184, 385-388, 389, 720, 727		
b.	Predict the effect of operating with fractions, decimals, percents, and integers as an increase or a decrease of the original value.	SE 89, 159, 195, 341		
c.	Recognize and use the identity properties of addition and multiplication, the multiplicative property of zero, the commutative and associative properties of addition and multiplication, and the distributive property of multiplication over addition.	SE 23-26, 28, 34-37, 83-85, 88-91, 94-97, 726, 727, 764		

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d.	Recognize and use the inverse operations of adding and subtracting a fixed number, multiplying and dividing by a fixed number, and computing squares of whole numbers and taking square roots of perfect squares.	SE 50-51, 52-55, 56-59, 101-103, 174-177, 204-207, 556, 558-559, 676-677, 678-680, 682-685, 686-689, 696-699, 700-703, 704-707		
Objective 1.4: Model meanings of ratios and operations with rational numbers.				
a.	Demonstrate that the fraction *a over b* represents *a divided by b*.	SE 124, 126 333		
b.	Recognize percents as ratios based on 100 and decimals as ratios based on powers of 10.	SE 330-332, 333-335, 737		
c.	Extend the multiplication of whole numbers to multiplication of fractions using area models, measurement models, and the number line.	SE 194-195		
d.	Compare the division of whole numbers to the division of fractions using area or set models, the number line, and missing factors.	SE 194-195		

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Objective 1.5: Solve problems involving rational numbers.				
a.	Compute fluently using all four operations with integers and positive fractions and decimals.	SE 82-85, 88-91, 94-97, 100-103, 106-117, 120-131, 150-157, 160-163, 166-177, 180-183, 186-193, 196-207, 238-245, 248-251, 271, 273, 275-577, 294-295, 305, 306-307, 308-311, 384, 385, 461-462, 519-521, 530-545, 550-553, 534-537, 538-541, 542-545, 586-593, 598-601, 629, 633, 634, 641, 649-651, 684, 685, 687-689, 696-699, 700-703, 704-707, 727, 728, 730, 731, 732		
b.	Solve problems using factors, multiples, prime factorization, relatively prime numbers, and common divisibility rules.	SE 106-109, 110-113, 114-116, 728, 767		
c.	Solve application problems involving rational numbers.	SE 155, 156-157, 161, 162-163, 167, 169, 171, 172, 175, 176-177, 180, 182-183, 187, 188-189, 190, 192-193, 196, 197-198, 201, 202-203, 205-207, 209		
d.	Determine if an answer is reasonable using estimation.	SE 150-153, 180-183, 730, 731		

STANDARD II: Students will use proportional reasoning to solve problems.				
Percentage of coverage in the *student and teacher edition* for Standard II: 100%		**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard II: _____%**		
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Objective 2.1: Solve problems involving ratios, rates, proportions and percentages.				
a.	Solve ratio and rate problems using informal methods involving multiplication and division.	SE 271, 272-273, 274-277, 284, 285-286, 287-290, 304-307, 308-311, 314-315		
b.	Solve percent problems using ratio and proportion, including problems involving discounts, interest, taxes, tips, and percent increase or decrease.	SE 342, 344-345, 346-349, 352-355, 738		
c.	Solve problems involving proportions, rates, and measures.	SE 274-277, 279-282, 284-286, 287-290, 292-295, 300-303, 304-307, 308-311, 314-315		
Objective 2.2: Apply the properties of proportionality to different units of measurement.				
a.	Convert from one unit of measurement to an equivalent unit of measurement in the same system using a given conversion factor.	SE 291, 292-293, 294-295, 314-315, 736		
b.	Understand that in a proportional relationship, all dimensions change by the same scale factor.	SE 300-303, 304-307 308-311, 736		

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c.	Create and interpret scale drawings and approximate distance on maps using proportions.	SE 308-311, 736		
STANDARD III: Students will develop fluency with the language and operations of algebra to analyze and represent relationships.				
Percentage of coverage in the *student and teacher edition* for Standard III: 100%		**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard III: _____%**		
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Objective 3.1: Evaluate, simplify, and solve algebraic expressions and equations.				
a.	Write a variable expression to identify pattern relationships, and use those expressions to make predictions.	SE 34, 37, 39, 40-41, 45, 242-244		
b.	Translate verbal expressions into algebraic expressions.	SE 38-41, 45, 726		
c.	Simplify and evaluate algebraic expressions.	SE 34-37, 42-45, 725, 726		
d.	Show that performing the same operation on both sides of an equation will produce an equivalent equation.	SE 46, 50-51, 52, 56		
e.	Solve single-variable linear equations and inequalities of The form $ax + b = c$, $ax + b < c$, or $ax + b > c$.	SE 52-55, 56-59, 101-103, 174-177, 204-207, 556, 558-559, 676-677, 678-680, 682-685, 686-689, 696-699, 700-703, 704-707		

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Objective 3.2: Represent relationships using graphs, tables, and other models.				
a.	Identify integer coordinates when given the graph of a point on a rectangular coordinate system.	SE 225-227, 733		
b.	Graph ordered pairs of integers on a rectangular coordinate system.	SE 225-227, 228-231, 239-240, 248-251, 733		
c.	Model real-world problems using graphs, tables, equations, manipulatives, and pictures.	This standard is covered throughout the text. See examples: SE 39, 40-41, 54-55, 57, 144-145, 249, 251, 347, 379, 386-389, 397, 398-399, 416, 623, 687		

STANDARD IV: Students will use algebraic, spatial, and logical reasoning to solve geometry and measurement problems.				
Percentage of coverage in the *student and teacher edition* for Standard IV: 100%		**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard IV: _____%**		
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Objective 4.1: Draw, label, and describe attributes of geometric figures to determine geometric relationships.				
a.	Draw, label, and describe relationships among line segments, rays, lines, parallel lines, and perpendicular lines, including midpoint of a line segment.	SE 442-445, 452, 454-455, 741		
b.	Draw, label, and describe relationships among vertical, adjacent, complementary, and supplementary angles.	SE 446-447, 449-451, 453-455, 741		
c.	Draw, label, and describe attributes of angles, triangles, and quadrilaterals.	SE 448-451, 453-455, 470-473, 474-477, 478-481, 741-742		
Objective 4.2: Determine measurements in metric and customary units using appropriate tools and formulas.				
a.	Estimate metric and customary measures using everyday objects and comparisons.	SE 14-17, 292-295, 736, 770		
b.	Measure length, area, volume, and angles to appropriate levels of precision.	SE 446-447, 449, 450, 528-529, 584-585, 741		
c.	Calculate the measurement of everyday objects using formulas for perimeters and areas of triangles and quadrilaterals, and circumferences and areas of circles	SE 522-523, 525, 526-527, 530-533, 535-537, 539-541, 543, 544		

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d.	Calculate the measurement of everyday objects using formulas for surface area and volume of right triangular and rectangular prisms and cylinders.	SE 585, 587, 588-589, 592-593, 595, 598-601, 747		
STANDARD V: Students will understand concepts from probability and statistics and apply statistical methods to solve problems.				
Percentage of coverage in the *student and teacher edition* for Standard V: 100 %		**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard V: _____%**		
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Objective 5.1: Use basic concepts of probability to determine the likelihood of an event and compare the results of various experiments.				
a.	Write the results of a probability experiment as a fraction, ratio, or decimal, between zero and one, or as a percent between zero and one hundred, inclusive.	SE 632-635, 748		
b.	Compare experimental results with theoretical probability.	SE 644-645		
c.	Compare individual, small group, and large group results of a probability experiment.	SE 645		
Objective 5.2: Display and compare data to make predictions and formulate conclusions.				
a.	Display data using tables, scatter plots, and circle graphs.	SE 376, 378-380, 390-393, 416-419, 739, 740		

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b.	Compare two similar sets of data on the same graph.	SE 386, 388, 389, 397, 403, 404		
c.	Compare two different kinds of graphs representing the same set of data.	SE 409, 410		
d.	Propose and justify inferences and predictions based on data.	SE 405, 412-415, 416-419, 740		